**JOUR 321: Visual Journalism** 

**2 Units**

**Fall 2021 – Tuesdays – 2:30-4:10 p.m.**

**Section:** 21174D

**Location:** ANN 308

**Instructor: Fernando Hurtado**

**Office:** In person or Zoom

**Office Hours:** T 4:30-6 p.m., or by appointment

**Contact Info:** [fhurtado@usc.edu](mailto:fhurtado@usc.edu)or

**Cell:** (773) 954-7215

**Pronouns:** He/Him/His

**Course Description**

Students will gain an understanding of journalistic visual storytelling through theory and practical application while exploring current and emerging story forms. Key components of the course include critically analyzing, interpreting, producing and understanding stories and story elements presented in journalistic visual formats.

With a focus on visual media literacy, students will learn how to produce and share compelling visual stories in a variety of formats. Skills of the class include: Introduction to video for digital and social media platforms, principles of photography, design for web and mobile platforms, and the roles each play in interactive and engaging storytelling. An emphasis will be placed on visual stories for web, mobile and social media.

Students will also explore the fundamentals of digital news design, including interactivity and presentation as it applies to journalistic story forms across platforms. In addition to providing you with skills necessary to produce journalistic multimedia stories, including videos and audio slideshows, we will also cover ethical, legal and social issues affecting visual journalists. Finally, we will explore an introduction to best practices for social media.

We will take a practical, hands-on approach in this class. An introduction to photo, audio and video editing software will be provided.

A modern mobile or tablet device with a camera such as the iPhone X or Android device will be used as a primary content-gathering device in the class. You’ll learn how to use your device as a journalist, including using apps for shooting, editing and other visual purposes. A required toolkit with mobile accessories is listed under required readings and supplementary materials for this course. However, if students cannot obtain these accessories because of financial or other limitations, please contact your instructor for other options. Assignments for this class may be solely done on your modern mobile device or laptop.

More importantly, you will learn how to think visually and develop a mobile mindset when it comes to reporting. This course will introduce students to DSLR cameras and its functions. Using DSLRs is optional for video and photo assignments.

**Student Learning Outcomes**

•   Students will demonstrate the principles of photojournalism, including composition, framing, light, color, editing and depth of field.

•   Students will create news stories using video, audio and graphics for digital media—including the web, social media and mobile devices.

• Students will identify principles of news design in journalism.

• Students will recognize basic social media best practices and related professional journalism standards.

• Students will analyze ethical/legal standards and diversity issues in visual journalism.

**Description and Assessment of Assignments**

We will focus on creating and publishing multimedia stories. Your multimedia stories must be local, campus or community-related. You will work individually on most projects, but may also be assigned to work in teams for some assignments. As part of this class, students will complete a video story for the web or social media, a photo series for the web or social media, an audio slideshow assignment for Web or social media, photo essay, photo assignments on Instagram, design assignments, and miscellaneous class assignments. A group presentation will also be developed on themes related to ethics, law and diversity. At your instructor’s discretion, some assignments may be in coordination with your writing and reporting classes and/or the Annenberg Media Center. Assignments will be published to social media platforms and/or using Adobe Spark Page or other tools.

**Course Notes and Policies**

Please note for office hours, you must make an appointment. We can meet in person or on Zoom, depending on what is convenient for both parties. To schedule an appointment, please email me at [fhurtado@usc.edu](mailto:fhurtado@usc.edu).

Class materials, lectures, assignments, homework and grades will be posted in Blackboard. Students will use social distance reporting methods for this course that may be adjusted based on state and county guidelines and university guidelines. A list of best practices will be provided. Please note that these guidelines may change.

**Required Readings, hardware/software, laptops and supplementary materials**

This class meets in person and uses Blackboard as its main methods of delivery for instruction and related activities. In addition, a modern mobile device and laptop computer is required, along with strongly recommended visual journalism equipment listed on the last page of this syllabus. Students will also use the Adobe Creative Suite, specifically Adobe Premiere and Audition, as well as selected free mobile apps for this course. Please contact your instructor if you have any challenges financially or otherwise with required hardware or software.

Required textbook: Videojournalism: Multimedia Storytelling by Kenneth Kobre

ISBN-13: 978-0240814650

ISBN-10: 0240814657

Required textbook: Mobile-First Journalism by Steve Hill, Paul Bradshaw

ISBN-10: 1138289302

ISBN-13: 978-1138289307

Required equipment: Mobile journalism accessories. See the last page of this syllabus for a list of required equipment.

Recommended textbook: The Non-Designer's Design Book (Non Designer's Design Book), 4th edition by Robin Williams.

ISBN-13: 978-0133966152

ISBN-10: 0133966151

Readings may be posted weekly in Blackboard. Students are responsible for reading articles posted by professors and commenting/participating in Blackboard and in-class discussions on readings.

Textbooks are available for purchase online via Amazon, direct through the publisher or via the USC bookstore if in stock.

**Resources:** Helpful websites.

*Mojo Manual:* [*http://www.mojo-manual.org/*](http://www.mojo-manual.org/)

*Kobre Guide:*[**http://kobreguide.com**](http://kobreguide.com)

*NeimanLab:*[**http://www.niemanlab.org/**](http://www.niemanlab.org/)

*Instagram Blog:*<https://business.instagram.com/blog>

*Media Storm:*[**mediastorm.com**](http://livepage.apple.com/)

*NPPA:*[**https://nppa.org**](https://nppa.org/)

*SPJ:*[**http://www.spj.org**](http://www.spj.org)

*SND:* [**http://www.snd.org**](http://www.snd.org)

*NPR’s Visual Guidelines:* <https://www.npr.org/about-npr/688746774/special-section-visual-journalism>

*BBC Social Media Academy:*[**http://www.bbc.co.uk/academy/journalism/skills/social-media**](http://www.bbc.co.uk/academy/journalism/skills/social-media)

*Journalist’s Toolbox:* [**http://www.journaliststoolbox.org/archive/mobile-journalism/**](http://www.journaliststoolbox.org/archive/mobile-journalism/)

*NewsWhip*:<https://www.newswhip.com/>

*Sprout Social blog:* <https://sproutsocial.com/insights/>

All USC students have access to the AP stylebook via the USC library. (https://libproxy.usc.edu/login?url=http://www.apstylebook.com/usc\_edu/.)

Students will be graded on adherence to AP style in assignments, including when writing about race and ethnicity. The updated AP style guidelines include capitalizing Black and deleting the hyphen in terms such as Asian American.

The following style guides will be available on Blackboard:

NLGJA Stylebook on LGBTQ Terminology

https://najanewsroom.com/reporting-guides/

https://www.nabj.org/page/styleguide

https://aaja.org/2020/11/30/covering-asia-and-asian-americans/

The Diversity Style Guide: The NAHJ Cultural Competence Handbook:

Transjournalist Style Guide: https://transjournalists.org/style-guide/

SPJ Diversity Toolbox: https://www.spj.org/diversity.asp

Annenberg also has its own style guide that students can access through the app Amy the Stylebot on the Annenberg Media Center's Slack workspace. Annenberg's style guide is being developed with input from students, and whether or not students use our guide, they can provide valuable input here: http://bit.ly/annenbergediting

In addition, Annenberg Media’s Guide for Equitable Reporting Strategies and Newsroom Style (https://bit.ly/AnnMediaEquitableReportingGuide) created by students, has detailed guidelines on thoughtful language and best practices for creating journalism respectful and reflective of a diverse world. Along with other useful resources, it can be found on Blackboard and is incorporated into Amy the Stylebot (mentioned above).

All undergraduate and graduate Annenberg majors and minors are required to have a PC or Apple laptop that can be used in Annenberg classes. Please refer to the Annenberg Digital Lounge for more information. To connect to USC’s Secure Wireless network, please visit USC’s Information Technology Services website.

Annenberg is committed to every student’s success. There are multiple resources available to assist students with issues that limit their ability to participate fully in class. Please reach out to a professor and/or advisor for help connecting with these resources. They include the Annenberg Student Success Fund, a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities, and other scholarships and awards.

**News Consumption and Knowledge of Current Events**

As journalists, you should keep up with what is happening on campus, in the Los Angeles area, in the United States and around the world. USC provides subscriptions for students, staff and faculty to The New York Times and the Los Angeles Times, as well as the Wall Street Journal.

Through the USC library, you have access to many regional news outlets and a variety of publications that cover specific communities. You should be familiar with publications covering the many communities of Los Angeles such as The Los Angeles Sentinel, The Los Angeles Blade, The Los Angeles Wave, La Opinión, L.A. Taco, The Eastsider, The Armenian Weekly, High Country News, the Asian Journal and others. You should keep up with the Daily Trojan and uscannenbergmedia.com, including USC student-led verticals Dímelo and Black., listen to NPR and news radio, watch local and national television news, read news email newsletters and push alerts and follow news organizations social networks, including Twitter, Instagram and TikTok. You’re encouraged to sign up for Nieman Lab’s newsletter, which publishes brief, readable articles on important issues in media. Following the news will sharpen your judgment and provide good (and bad) examples of the state of mainstream journalism.

**Grading**

**a. Breakdown of Grade**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Learning Objective** | **% of Grade** |
| Final: Digital video project | • Students will create news stories using video, audio and graphics for digital media—including the web, social media and mobile devices. | 20% |
| Midterm: Audio Slideshow for Instagram | • Students will demonstrate the principles of photojournalism, including composition, framing, light, color, editing and depth of field.  • Students will create news stories using video, audio and graphics for digital media—including the web, social media and mobile devices. | 15% |
| Photo Essay Assignment: For web with written narrative and text | • Students will demonstrate the principles of photojournalism, including composition, framing, light, color, editing and depth of field. | 15% |
| Instagram story: Designed for mobile, with design elements, audio and video. (Use of third party apps such as Canva or Illustrator permitted). This should be a well-developed story on a news feature topic. | • Students will create news stories using video, audio and graphics for digital media—including the web, social media and mobile devices.  • Students will identify principles of news design in journalism.  • Students will recognize basic social media best practices and related professional journalism standards. | 5% |
| Design Assignments | • Students will identify principles of news design in journalism. | 5% |
| Law/Ethics/Diversity Group Presentation | • Students will analyze ethical/legal standards and diversity issues in visual journalism. | 10% |
| Misc. Assignments including classwork and HW / Reflection | • Variety of learning objectives. | 20% |
| Quizzes | • Variety of learning objectives. | 10% |
| **TOTAL** |  | **100%** |

**b. Grading Scale**

|  |  |  |
| --- | --- | --- |
| 95% to 100%: A | 80% to 83%: B- | 67% to 69%: D+ |
| 90% to 94%: A- | 77% to 79%: C+ | 64% to 66%: D |
| 87% to 89%: B+ | 74% to 76%: C | 60% to 63%: D- |
| 84% to 86%: B | 70% to 73%: C- | 0% to 59%: F |

**c. Grading Standards**

Telling compelling stories is critical for your assignments. Strong characters, visuals and good reporting is essential for your projects. In addition to the concepts above and those covered in lectures and readings, assignments will be graded on accuracy, grammar, spelling, AP style, clarity, deadlines, conciseness, structure, proper punctuation, quality of interviews/reporting and use of quotes (if applicable), use/number/quality of sources, attribution, research, objectivity, etc. You must abide by the Society of Professional Journalists Code of Ethics (<http://www.spj.org/ethicscode.asp>), NPPA (<https://nppa.org/ethics>), [SND (http://www.snd.org)](http://www.snd.org/about/code-of-ethics/) and the RTNDA Code of Ethics (<http://www.rtdna.org/content/rtdna_code_of_ethics#.VTNMjItAwUU>). Grading will be based on the quality of work and application of principles and concepts learned in class and from required readings. Criteria for grading also includes quality of audio, storytelling, accuracy, technical quality. Grading will also be based on meeting deadlines. Late work is not accepted in this class. For story assignments, publishable work should be submitted taking into account audience, engagement and platform/outlet, along with principles discussed in lectures and textbooks.

In addition, the Annenberg grading policy will be applied as follows:

All assignments will be edited on a professional basis and you will be judged first on the accuracy, fairness and completeness of your stories. You will then be evaluated for style, editing, production value, originality and the ability to meet deadlines.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required.

“C” stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration.

“D” stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements.

“F” stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

• Fabricating a story or making up quotes or information.

• Plagiarizing a script/article, part of a script/article or information from any source.

• Staging video or telling interview subjects what to say.

• Using video shot by someone else and presenting it as original work.

• Shooting video in one location and presenting it as another location.

• Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.

• Promising, paying or giving someone something in exchange for doing an interview either on or off camera.

• Missing a deadline.

• Violating the SPJ, NPPA, or SND Code of Ethics.

***Journalism***

Our curriculum is structured to prepare students to be successful in a professional news organization with the highest standards. Students will be evaluated first on accuracy and truthfulness in their stories. Good journalism prioritizes transparency, context and inclusivity. All stories should be written in AP style unless Annenberg style conflicts, in which case students can follow Annenberg style.

The following standards apply to news assignments.

“A” stories are accurate, clear, comprehensive stories that are well written and require only minor copyediting (i.e., they would be aired or published). Video work must also be shot and edited creatively, be well paced and include good sound bites and natural sound that add flavor, color or emotion to the story. Sources are varied, diverse and offer a complete view of the topic.

“B” stories require more than minor editing and have a few style or spelling errors or one significant error of omission. For video, there may be minor flaws in the composition of some shots or in the editing. Good use of available sound bites is required. Sources are mostly varied, diverse and offer a complete view of the topic.

“C” stories need considerable editing or rewriting and/or have many spelling, style or omission errors. Camera work and editing techniques in video stories are mediocre or unimaginative, but passable. Sound bites add little or no color - only information that could be better told in the reporter’s narration. Sources are repetitive or incomplete.

“D” stories require excessive rewriting, have numerous errors and should not have been submitted. Camera work is unsatisfactory or fails to show important elements. Sources are repetitive or incomplete.

“F” stories have failed to meet the major criteria of the assignment, are late, have numerous errors or both. Your copy should not contain any errors in spelling, style, grammar and facts. Any misspelled or mispronounced proper noun will result in an automatic “F” on that assignment. Any factual error will also result in an automatic “F” on the assignment. Accuracy is the first law of journalism. The following are some other circumstances that would warrant a grade of “F” and potential USC/Annenberg disciplinary action:

• Fabricating a story or making up quotes or information.

• Plagiarizing a script/article, part of a script/article or information from any source.

• Staging video or telling interview subjects what to say.

• Using video shot by someone else and presenting it as original work.

• Shooting video in one location and presenting it as another location.

• Using the camcorder to intentionally intimidate, provoke or incite a person or a group of people to elicit more “dramatic” video.

• Promising, paying or giving someone something in exchange for doing an interview either on or off camera.

• Missing a deadline.

For assignments other than conventional news reporting, quality of research and clarity of expression are the most important criteria. In research papers, good research should be presented through good writing, and good writing should be backed up by good research. Clarity of expression includes thoughtful organization of the material, insight into the subject matter and writing free from factual, grammatical and spelling errors. Research should draw on a diverse range of sources.

Students are encouraged to submit their work for consideration to Annenberg Media or the Daily Trojan, or pitch it to mainstream media outlets. Visit http://bit.ly/SubmitAnnenbergMedia for more information about that submission and review process and email Daily Trojan news editors at dt.city@gmail.com for more on how to pitch work to the campus newspaper.

**Add/Drop Dates for Session 001 (15 weeks: 8/23/21 – 12/3/21)**

**Link:** <https://classes.usc.edu/term-20213/calendar/>

**Friday, September 10:** Last day to register and add classes for Session 001

**Friday, September 10:** Last day to change enrollment option to Pass/No Pass or Audit for Session 001

**Friday, September 10:** Last day to purchase or waive tuition refund insurance for fall

**Tuesday,** **September 14:** Last day to add or drop a Monday-only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit for Session 001

**Friday, October 8:** Last day to drop a course without a mark of “W” on the transcript for Session 001. Mark of “W” will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

**Friday, October 8:** Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

**Friday, November 12:** Last day to drop a class with a mark of “W” for Session 001

**Course Schedule: A Weekly Breakdown**

***Important note to students:*** *Be advised that this syllabus is subject to change - and probably will change - based on the progress of the class, news events, and/or guest speaker availability.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | Topics/Daily Activities | Readings and Homework  (to be completed before class) | Deliverable/Due Dates  (due by the start of class) |
| Week 1  Date: 8/24 | Syllabus, Class Projects, Semester Overview, Intros    **Visual media literacy: What makes a good photograph?**: Composition, rule of thirds, depth of field.    Portraits/variety of shots/wides/close/establishing  Social distance reporting methods  Highlights: Ethics (NPPA), Journalism and photojournalism/designers (SND) professional responsibilities. |  |  |
| Week 2  Date: 8/31 | **Writing text with visuals:** Captions for Web/Instagram text posts. Writing text for photo essays. Examples: National Geographic, the New York Times, Dallas Morning News + more.    Mobile apps: Adobe Spark Page, Instagram.    Note: Students may bring in their own DSLR for next class. | Complete Modules 1 and 2 (See Blackboard for all materials)  Module 1  Kobre, Chapters 1 and 2  Hill & Bradshaw, Chapter 1    Article: <https://www.mojo-manual.org/understanding-mobile-journalism/>  Article: <https://www.mojo-manual.org/shot-types-and-angles/>  Article  <https://www.mojo-manual.org/frames-and-composition/>  **Module 2**  Kobre: Chapters 3 and 4  Hill & Bradshaw, Chapter 2    Web article:  [NPR Photo Guidelines](http://training.npr.org/visual/these-are-nprs-photo-caption-guidelines/)  Web article: [Why Instagram is this journalist’s favorite tool](http://mediashift.org/2017/06/instagram-journalists-favorite-tool/)  Web article: [5 shots for strong photo essays](https://www.poynter.org/reporting-editing/2012/5-types-of-photos-that-make-for-strong-photo-essays-audio-slideshows/) |  |
| Week 3  Date: 9/7 | **Visual Media Literacy:** Manipulating light. Using a DSLR and mobile. ISO, aperture, and lenses. Capturing moments in photojournalism. Light and color.  **News judgment and the elements of a compelling visual story via photo essays.** Capturing a variety of shots and composing written narratives for Web. | Complete Module 3 (See Blackboard)  Readings:  Kobre: Chapter 5 and 6 and 7  Hill & Bradshaw, Chapter 3    Web article:[Basic Camera Techniques from Guardian Photo Editor](https://www.theguardian.com/artanddesign/2012/nov/16/photography-camera-tips) |  |
| Week 4  Date: 9/14 | **Blending stills and audio** (audio slideshows). Interviewing with a focus on audio for multimedia.    APPS: Hokusai, Anchor, Voice Recorder Pro, etc.  Becoming familiar with audio equipment and best practices for your phone and DSLR. | Complete Module 4 (See Blackboard)  Readings:  Kobre: Chapter 8 and 9  Hill & Bradshaw, Chapter 4    Web article: [How to tell powerful narratives on Instagram](http://niemanstoryboard.org/stories/how-to-tell-powerful-narratives-on-instagram/)  Web article:<https://www.mojo-manual.org/filming-tips-audio/> | **DUE:** Photo Essay Assignment—For web with written narrative and text |
| Week 5  Date: 9/21 | **Ethics and law for visual journalists. Diversity issues in visual journalism.**  **Presentations done in class**  Identification of professional standards for editing, filters and toning. Copyright and creative commons. Libel relating to captions, headline and design. False light. Covering protests. Safety issues. Verification.  Mobile App: Lightroom | Complete Module 5 (See Blackboard)  Readings:  Kobre: Chapter 10 and 11  Hill & Bradshaw, Chapter 5    Web article: [The Milky Way Photo on Nat Geo is Raising Eyebrows](https://petapixel.com/2019/05/07/this-milky-way-photo-on-nat-geo-is-raising-eyebrows/)  Web article: [World Press Photo Disqualifies 20% of its Contest Finalists](https://time.com/3706626/world-press-photo-processing-manipulation-disqualified/)  Web article: <https://www.cjr.org/q_and_a/new-york-times-iran-ukraine-flight.php>  Web article:  <https://www.cnn.com/2020/06/13/media/seattle-fox-news-autonomous-zone-protest/index.html> | **DUE:** Law/Ethics/Diversity Group Presentation |
| Week 6  Date: 9/28 | **Audio Editing:** Basic audio editing with Adobe Audition. Editing audio on your mobile device. | Complete Module 6 (See Blackboard)  Readings: <https://training.npr.org/2017/01/31/the-ear-training-guide-for-audio-producers/>  Hill & Bradshaw, Chapter 6 & 7 |  |
| Week 7  Date: 10/5 | **Video Editing:** Editing video with Premiere. | Complete Module 7 (See Blackboard)  Readings:  Kobre: Chapter 12 and 13    Web Reading:<http://www.interhacktives.com/2019/11/20/adobe-premiere-pro-7-tips-to-make-your-videos-more-professional/> |  |
| Week 8  Date: 10/12 | **Screening day:**  Watch midterm projects (audio slideshow) | Module 8 (See Blackboard) | **DUE: Midterm—Audio Slideshow for Instagram** |
| Week 9  Date: 10/19 | **Media Literacy: Understanding News Judgment for Producing Digital Video.** Finding and pitching compelling stories. Sourcing and attribution in social videos.  Narrative storytelling examples. Developing character-based stories. Setting a scene. Video on the web and social media. Story arc and structures. Audience-first focus.  Discuss final project specs. Discuss theme for the final project. Shoot vertical. See handout for final project requirements. | Complete Module 9 (See Blackboard)  Readings:  Kobre: Chapter 14 and 15    Hill & Bradshaw, Chapter 8  Web reading:  <https://www.poynter.org/reporting-editing/2012/6-questions-journalists-should-be-able-to-answer-before-pitching-a-story/>  Web reading: [Project Blueprint](http://training.npr.org/audio/a-blueprint-for-planning-storytelling-projects/)  Web reading:  [What’s Different About Social Videos](http://www.mojo-manual.org/how-social-video-differs-television/) |  |
| Week 10  Date: 10/26 | **Media Literacy: Understanding best practices for interviewing and shooting sequences in story development.** The basics of the five shots. More on character development.  Editing video on your mobile device. Editing on mobile with Adobe Rush, Clips, Quik or similar app. | Complete Modules 10 & 11 (See Blackboard)  Readings:  Kobre: Chapter 16  Web article:  <https://www.mojo-manual.org/finding-a-story-and-location/>  Web article: [Sequencing and Storyboards](http://www.mojo-manual.org/sequencing-and-storyboards/) |  |
| Week 11  Date: 11/2 | **Guest speaker—**Theme: Covering protests | Complete Module 12 (See Blackboard)  Readings:  <https://www.npr.org/sections/publiceditor/2020/06/18/879223467/should-images-of-protesters-be-blurred-to-protect-them-from-retribution>  <https://www.niemanlab.org/2020/06/its-time-to-change-the-way-the-media-reports-on-protests-here-are-some-ideas/>  <https://www.theguardian.com/world/2020/aug/16/allissa-richardson-its-telling-that-were-ok-with-showing-black-people-dying> |  |
| Week 12  Date: 11/9 | **Media Literacy: An introduction to best practices for social media.** The Stories Format: Using Instagram Stories to tell a cohesive journalistic story. | Complete Module 13  (See Blackboard)  Web reading:  <https://www.facebook.com/journalismproject/bbc-news-instagram>  <https://www.rjionline.org/stories/innovative-strategies-5-tips-from-instragram-news-fellows> | **DUE:** Instagram story—Designed for mobile, with design elements, audio and video. (Use of third party apps such as Canva or Illustrator permitted). This should be a well-developed story on a news feature topic. |
| Week 13  Date: 11/16 | **Media Literacy: The Principles of Media News Design.** Developing conceptual designs. Application of contrast, repetition, proximity, interactivity, layouts & grids.  **Media Literacy: Using typography and color to communicate.** Font families, contrasting color. Telling interactive and engaging stories across platforms with a focus on presentation and user experience. Visual standards for Web and mobile.  Apps: Adobe Spark Post, and Canva mobile app.  Designing graphics with Infogram. | Complete Module 14 (See Blackboard)  Readings:  Hill & Bradshaw, Chapter 9  Web Reading:<https://www.niemanlab.org/2018/12/news-but-make-it-cinematic/> | DUE: Design assignment (infographic) |
| Week 14  Date: 11/23 | **Work on final project:**  Brief scrum update on final project status.  Time to work on final project elements in class. | Complete Module 15 |  |
| Week 15  Date: 11/30 | **Final project screening and critique.**  Complete course evaluations  Review Reflections assignment requirement. |  | **DUE: Final—Digital video project** |
| FINAL EXAM PERIOD  Date: Thurs., 12/9, 2-4 p.m. | Summative experience.  Reflections and group activity. |  | **DUE: Reflection** |

**Internships**

The value of professional internships as part of the overall educational experience of our students has long been recognized by the School of Journalism. Accordingly, while internships are not required for successful completion of this course, any student enrolled in this course that undertakes and completes an approved, non-paid internship during this semester shall earn academic extra credit herein of an amount equal to 1 percent of the total available semester points for this course. To receive instructor approval, a student must request an internship letter from the Annenberg Career Development Office and bring it to the instructor to sign by the end of the third week of classes. The student must submit the signed letter to the media organization, along with the evaluation form provided by the Career Development Office. The form should be filled out by the intern supervisor and returned to the instructor at the end of the semester. No credit will be given if an evaluation form is not turned into the instructor by the last day of class. Note: The internship must by unpaid and can only be applied to one journalism or public relations class.

**Statement on Academic Conduct and Support Systems**

**a. Academic Conduct**

*Plagiarism*

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](https://policy.usc.edu/scampus-part-b/). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

*USC School of Journalism Policy on Academic Integrity*

The following is the USC Annenberg School of Journalism’s policy on academic integrity and repeated in the syllabus for every course in the school:

“Since its founding, the USC School of Journalism has maintained a commitment to the highest standards of ethical conduct and academic excellence. Any student found plagiarizing, fabricating, cheating on examinations, and/or purchasing papers or other assignments faces sanctions ranging from an ‘F’ on the assignment to dismissal from the School of Journalism. All academic integrity violations will be reported to the office of Student Judicial Affairs & Community Standards (SJACS), as per university policy, as well as journalism school administrators.”

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.

**b. Support Systems**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling/)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*

[suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org/)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call*

[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault/)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)- (213) 740-5086 | Title IX – (213) 821-8298*

[equity.usc.edu](https://equity.usc.edu/), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\_report](https://usc-advocate.symplicity.com/care_report/)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](http://dsp.usc.edu/)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[uscsa.usc.edu](https://uscsa.usc.edu/)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu/)

Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/), [emergency.usc.edu](http://emergency.usc.edu/)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu/)

Non-emergency assistance or information.

*Annenberg Student Success Fund*

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.

**About Your Instructor**

Fernando Hurtado is a manager of digital video for the NBC Owned TV Stations (NBC Los Angeles, NBC New York, etc.) and NBCLX, NBCUniversal Local’s new national news network for millennial/Gen Z audiences. He is responsible for producing short- to mid-form digital and linear video/audio content for the 11 NBC Owned TV Stations and NBCLX. He occasionally contributes to Telemundo’s 30+ local stations. Recently, he was the lead producer on NBCLX’s “My New Favorite Olympian,” the network’s first multiplatform podcast and NBCUniversal Local’s most downloaded podcast. He has experience writing, shooting and editing stories for digital, broadcast and OTT platforms. He’s covered major events like the Tokyo Olympics, the 2016 and 2020 presidential elections, and the 2016 Democratic National Convention. Prior to NBC, Hurtado was a producer/editor at ATTN:, a social media video news publisher. Before that, Hurtado was a multimedia journalist at Sinclair Broadcast Group’s Circa, a now-defunct digital video news outlet. He’s held internships at Vox Media, HuffPost, Univision, Telemundo, Steve Harvey, Tribune Media and LinkedIn. Hurtado holds a Bachelor’s degree in broadcast and digital journalism from the University of Southern California and lives in Los Angeles.